

## P.E vertical plan EYFS to Year1



Nursery	Reception	Year 1
	<p><b>Gross motor ELG</b></p> <ul style="list-style-type: none"> <li>• Negotiate space and obstacles safely, with consideration for themselves and others.</li> <li>• Demonstrate strength, balance and coordination when playing.</li> <li>• Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> </ul>	<p><b>Aim:</b></p> <p>Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.</p>
<p><b>Movement/ gymnastics</b></p>	<p><b>Movement/ gymnastics</b></p>	<p><b>Movement/ gymnastics</b></p>
<ul style="list-style-type: none"> <li>• Go up steps and stairs, or climb up apparatus, using alternate feet.</li> <li>• Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</li> <li>• Skip, hop, stand on one leg and hold a pose for a game like musical statues.</li> <li>• Use large-muscle movements to wave flags and streamers, paint and make marks.</li> <li>• Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.</li> </ul>	<ul style="list-style-type: none"> <li>• Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing</li> <li>• Combine different movements with ease and fluency</li> <li>• Develop overall body-strength, balance, co-ordination and agility</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</li> </ul>

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<p style="text-align: center;"><b>Attack and defend games/ Team work</b></p>	<p style="text-align: center;"><b>Attack and defend games/ Team work</b></p>	<p style="text-align: center;"><b>Attack and defend games/ Team work</b></p>
<ul style="list-style-type: none"> <li>• Start taking part in some group activities which they make up for themselves, or in teams.</li> <li>• Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</li> <li>• Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</li> </ul>	<ul style="list-style-type: none"> <li>• Participate in team games, developing simple tactics for attacking and defending</li> </ul>
<p style="text-align: center;"><b>Dance</b></p>	<p style="text-align: center;"><b>Dance</b></p>	<p style="text-align: center;"><b>Dance</b></p>
<ul style="list-style-type: none"> <li>• Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.</li> <li>• Use large-muscle movements to wave flags and streamers, paint and make marks</li> </ul>	<ul style="list-style-type: none"> <li>• Progress towards a more fluent style of moving, with developing control and grace.</li> <li>• Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</li> <li>• Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</li> </ul>	<ul style="list-style-type: none"> <li>• Perform dances using simple movement patterns.</li> </ul>